

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Edward J. Lindekugel

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pinecrest Academy Inc

(As it should appear in the official records)

School Mailing Address 955 Peachtree Pkwy

(If address is P.O. Box, also include street address.)

City Cumming State GA Zip Code+4 (9 digits total) 30041-6826

County Forsyth State School Code Number* _____

Telephone 770-888-4477 Fax 770-888-0404

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Twitter Handle _____ Facebook Page http://www.facebook.com/pinecrestacademy.org Google+ _____
https://twitter.com/pinecrestacademy

YouTube/URL _____ Other Social Media Link _____
http://www.youtube.com/user/Pinecrestacademy Blog _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: _____

District Name Forsyth County School District Tel. NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson N/A N/A N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- ☐ Elementary schools (includes K-8)
☐ Middle/Junior high schools
☐ High schools
☐ K-12 schools
- ☐ TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	13	31
K	20	20	40
1	25	24	49
2	18	22	40
3	26	15	41
4	34	29	63
5	26	20	46
6	39	22	61
7	43	31	74
8	33	37	70
9	47	36	83
10	37	35	72
11	28	38	66
12	28	26	54
Total Students	422	368	790

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	756
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 3 %
21 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Korean (16 students), Spanish (13 students), Chinese (1 student)
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	8
Classroom teachers	55
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	17

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	51
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Pinecrest Academy is a private, Pre-K through 12, college-preparatory Catholic school founded in 1993. The mission is to educate and develop Christian leaders who will help change society for the better. The school provides an atmosphere of academic rigor and critical thinking, with a comprehensive education that strives to develop the spiritual, intellectual, human, and apostolic dimensions of the whole person. We challenge our students to identify and use their gifts in service to others. We provide a safe, moral, and spiritual environment which leads to positive peer groups and joyful, caring, confident students. We are here to serve the Archdiocese of Atlanta, our local parishes, and the regional Christian and civic communities. We also serve international students, their families, and others who embrace our educational philosophy.

A distinct aspect of Pinecrest Academy is that we offer gender specific instruction on a coeducational campus. According to Dr. Steve Robinson, President of the Southern Association of Independent Schools (SAIS), Pinecrest offers its students, “the best of both worlds”. The majority of classes are gender specific in grades 4-12, but students function in a coeducational environment outside the classroom. This allows Pinecrest students to reap the well documented benefits of gender specific instruction while simultaneously developing the social skills necessary for proper functioning and leadership in 21st century society.

Our students have received an incredible amount of recognition in the area for their community service and academic achievement. Earlier this academic year, two Pinecrest Middle School students placed in the top six in the Forsyth County Oratorical Contest (grades 6-12). Over 4,500 students participated in this contest. One student placed first out of all Middle School students in Forsyth County. The second placed in the top six of all students, including high schools. Also, a Pinecrest student won the Archdiocesan Spelling Bee for All Atlanta Catholic schools in 2013.

Other recent achievements include a Pinecrest Academy junior who won the 2012-2013 Trig-Star award, an annual competition sponsored by the National Society of Professional Surveyors. In 2009 and 2010, two different Pinecrest Academy students were recognized for achieving the highest SAT scores in Forsyth county. The school as a whole annually earns SAT scores higher than any district in the state of Georgia, and higher than any independent, public, or Catholic school in the north Atlanta metropolitan area. In the past two graduating classes (approximately 100 students), almost 8% of the senior class was recognized as national merit scholars - 4 commended, 4 semi-finalists, 1 finalist.

Pinecrest’s Math Team placed second out of nearly forty schools at the Luella High School Invitational in Locust Grove, GA in November 2013. Our A.P. pass rate has averaged 86% over the past 4 years (students who take AP classes are required to take the exam, without an “opt-out” option). Last year in a graduating class of 51, Pinecrest had 3 students recognized as National A.P. Scholars. Pinecrest Academy’s Middle School participates in the Junior National Honor Society, and the High School in the National Honor Society. In recent years we have twice had to raise the average GPA requirement for the HS because so many of our students achieve the minimum benchmark.

Pinecrest founded a school-wide band program in the 2009-2010 academic year. In 2011, Pinecrest’s band was a Gold Award Winner, receiving “first in class” recognition at the New York Heritage Festival. The following year, the band was invited to play in the National Band and Orchestral Festival at Carnegie Hall. Additionally, Pinecrest students were two of five winners for the Global Bioethics Student Art Competition sponsored by UNESCO (United Nations Education, Science, and Cultural Organization). Their work was exhibited at the Third International Bioethics, Multiculturalism and Religion Workshop and Conference, December 3-5 in Hong Kong.

Pinecrest offers a strong academic program with distinctive elements. The Pre-Kindergarten curriculum is a combination of teacher-directed and student directed (centers) learning. This curriculum not only develops basic academic skills, but also stimulates curiosity, creativity and a love for learning. All students are required to take Spanish from Pre-Kindergarten through the 8th grade. Beginning in 9th grade, students have the option of taking either Spanish or Latin as part of their curriculum.

Pinecrest graduates are known for their high level of academic achievement and formation standards. 100% of our students have been accepted into college from each of our seven graduating classes. The acceptance rate of Pinecrest graduates into elite academic Universities is high. For instance, last year 12 of 14 applicants from Pinecrest Academy were admitted into Georgia Tech. One of our students finished his freshman year at Tech as the highest ranked student in his class. For the 7th year in a row Pinecrest was named to the Catholic High School Honor Roll's list of the top 50 Catholic schools in the United States.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance Levels

In grades 2, 4, 6 and 8 we administered the SAT-10 Standardized test as an assessment to measure academic growth among our students, and to identify potential areas for improvement in our academic offering. The PSAT, ACT Plan, SAT, and ACT are administered to High School students in grades 9-12. In addition, A.P. Exams and the National Latin Exam are administered to 9th -12th grade students enrolled in these classes. These assessments are utilized to evaluate curriculum and determine subject areas in need of improvement.

In addition to formal test assessment, Pinecrest Academy initiates informal assessments of early literacy measures with a progress-monitoring system of letter names, letter sounds and phoneme segmenting beginning in Pre-K3. As students progress from Kindergarten through 12th grade, curriculum-based measurements continually assess student progress in all subject areas. Student portfolios contain assessment information, as well as writing samples, and continue to be built upon throughout their school years.

Students in the High School may only enroll in A.P. (Advanced Placement) classes with the approval of teacher and department chair. Students may take A.P. classes starting in 9th grade. The 4 year average A.P. pass rate at Pinecrest is 86%, compared to the Georgia state average of 55% and national average of 61%.

Pinecrest Academy has 68 students on accommodation plans, yet test scores are consistently above the 85th percentile nationally, even including students with accommodation plans. Test scores have consistently improved over the past three years, particularly in the areas of Lower School Math and the High School SATs and ACTs. For example, 4th grade Math scores on the SAT-10 increased from the 82nd percentile in 2010-2011 to the 88th percentile in 2012-2013. High School composite SAT scores increased from 1683 for the class of 2010 up to 1781 for the class of 2013.

B. Performance Trends

Pinecrest Academy uses assessment results to improve teaching. In the past, the lower school administered the ITBS to students. However, after several years of consistently scoring at or above the 95th percentile, Pinecrest switched to the Stanford Achievement Test in order to provide more meaningful feedback. In the Fall of 2006, we reevaluated the standardized testing program for grades 2, 4, 6 and 8 and concluded that in the spring of 2007 we would implement standardized testing in grades 1-8. Due to budget constraints in 2009 we moved back to testing only grades 2, 4, 6, and 8. After analyzing the results of these tests we have decided, our main areas of focus to improve test scores are Reading Comprehension and Math Procedures.

On the Stanford 10, Reading scores have remained steady over the past five years. However, we do strive to raise our test scores as part of our overall improvement plan in academics. Analysis of this data demonstrates that Pinecrest consistently scores above the national mean. Because of our focus on improvement, in the spring of 2010 we implemented the Reader's Workshop and Writer's Workshop method of teaching reading and writing skills in the 4th and 5th grade. Our scores in 4th grade improved in 2012 and we attribute a significant portion of this improvement to implementation of the Reader's Workshop and Writer's Workshop.

In Math on the Stanford 10 we have also consistently scored above the national mean but we saw that this was an area where we needed to improve in grades 2, 4, and 6 specifically in the area of Math Procedures. Over the past 5 years, we implemented several measures to meet our goal of improving our math test scores. We provided inservice training to all Math teachers in grades K-8 and held teachers accountable through regular observations and meetings to implement the methods learned in these courses. We also focused on test taking skills in grades 2-8 to help improve scores. The results of the 2013 test showed our students are in the top 11-12% of all schools nationwide in Math which was a 6-7% increase from the year before.

At Pinecrest, our students take the PSAT in 9th and 10th grade. Their PSAT mean scores are compared to the national PSAT percentiles. Three years ago, Pinecrest implemented a curriculum enhancement in the Middle and High Schools aimed at improving student capacity for success on the SAT. The enhancement included increased work on vocabulary as well as Greek and Latin roots in the Middle School, and on writing in the High School. As a result, SAT composite scores have risen from 1683 to 1781 over the past 3 years. Teachers collaborate with administration regularly to look at curriculum goals and put plans in place to help improve test scores.

2. Using Assessment Results:

The PSAT, ACT Plan, SAT, ACT, National Exams, A.P. exams and Stanford 10 results provide a formal assessment tool for evaluating the student's academic progress, allowing administration to ascertain specific areas of need and to make necessary adjustments in the annual plan. Data analysis identifies areas of strength and weakness by student, class and grade level. This information is then utilized to determine resource selection and to implement additional teaching methods or modifications geared towards improving a student's performance. As students move into grades with multiple course level offerings (Honors, A.P., etc.), we utilize standardized tests in conjunction with grades and overall teacher reviews in order to place students in the most appropriate course level.

A point worthy to note is that the success with standardized testing has come at a time of transition for Pinecrest Academy. In the past five years, a substantial effort has been made to serve students with mild learning needs. Specifically, the school now employs a full time learning specialist and develops education plans for students with special needs based on their testing. Prior to that period, these students were typically expected to "find their way" in the classroom with no help from the school. We consider it a huge step in the right direction to be improving the school's capacity for serving these children – many of whom have siblings in the school as well.

As Pinecrest Academy is dedicated to personal attention, informal assessments are on-going and vital to the success of the academic program. Informal student assessments, such as writing prompts, individual reading inventories, and math course pre-and post-testing, assist in charting student progress. These informal student assessments, combined with teacher-student conferencing, encourage the student to be a more pro-active learner. Parental involvement in the process is high, with mandated parent-teacher conferences from grades PreK-8, and frequent conferences for high school students as needed.

Last summer, Pinecrest contracted with a regionally renowned curriculum specialist with the specific aim of reviewing test results as a starting point for Language Arts curriculum revision. Her work, in conjunction with the administration, has led to a number of tangible outcomes including specifically targeted professional development for faculty, a plan for phasing in improved alignment of curriculum across all three schools, and a review of student resources (textbooks, workbooks, etc.) It is anticipated that the results of this work will be improved learning, particularly relating to reading comprehension, and improved test scores throughout the school.

3. Sharing Lessons Learned:

Pinecrest Academy recognizes and appreciates that collaboration with other educational institutions and organizations is crucial to the ongoing improvement of a school. This improvement is why we value our partnership with various local and national educational affiliates. As part of a system of Legionary schools throughout the country, teachers and administrators alike meet several times each year to discuss curriculum and share best practices. In June of 2013, administrators and teachers from all North American Legionary schools in the United States and Canada met in San Francisco to discuss and plan curriculum revision in the area of Language Arts. This followed a similar process which was initiated the previous year for Social Studies. In 2014-2015, the Math curriculum will specifically be addressed, with potential revision based upon analysis of the standardized test scores gathered from all North American Legionary schools. Pinecrest Academy has been an active participant in the process, sending three administrators and one faculty member to contribute to the work.

Pinecrest Academy is fully accredited by the Southern Association of Independent Schools (SAIS) and the Southern Association of Colleges and Schools (SACS). Members of our administration serve on re-accreditation teams for these organizations which evaluate member schools and submit recommendations for change and improvement. In addition, administration regularly attends collaborative meetings and workshops administered by SAIS and SACS. These collaborations have proven to be extremely useful for Pinecrest Academy, particularly because the school has been able to implement a number of specific strategies for improving school administration. This has directly benefited the students. One such example is the recent migration to a Google platform, allowing all students access to Gmail and Google Drive from any computer. This has vastly improved communication and coordination between teachers and students in a short period of time.

Pinecrest Academy also works closely with the Catholic Office of Education in the Archdiocese of Atlanta and participates in many of their meetings, workshops, and events. The Principals are also members of the Archdiocesan Principals' group which meets monthly to share best practices and address challenges facing Catholic schools in the region.

4. Engaging Families and Community:

Stanford 10 test results are sent home to parents on a timely basis and an analysis of overall lower and Middle School test results are reviewed publicly with parents at the annual State of the School address. In addition, overall results are also communicated to parents via the weekly communication piece (Paladin Press) from the Communications office. High School standardized test scores are provided by the College Board directly to parents, and are reviewed between students and the college counselor, most specifically during 11th and 12th grade college selection and application period. Parents are encouraged to provide feedback and ask questions related to the test results. Additionally, overview and explanation of curriculum are discussed at the annual Curriculum Night and are otherwise available to the parent community.

Personalized attention is the cornerstone of the Pinecrest Academy program, and that goes for the parent community as well. As partners in education, the school works closely with the parent community to ensure they are fully informed about student accomplishments, classroom happenings, and upcoming events. This is accomplished through a variety of communication methods. We send a weekly "Paladin Press" communication through our communications office as well as a quarterly, "Pinecrest Post." Calling Post is a phone messaging system that provides reminders of upcoming events.

Pinecrest Academy uses Blackbaud and Net Classroom as the online vehicle to communicate student performance. Parents are able to view their student's performance on a daily basis; check on homework, written assignments, and assessment grades. In addition, the students in grades K-8 use an assignment notebook for recording homework as an additional parent/teacher communication tool. Teachers in kindergarten through fifth grade employ the assignment notebook to provide parents with feedback on student conduct and require students to have the notebook signed by a parent. Parents also have the opportunity to correspond with the classroom teacher via the assignment notebook.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Pinecrest Academy uses a fully-developed standards-based curriculum. Each curriculum guide by grade level in the Lower School (Pre-kindergarten – 5th) or subject area in the middle (6th-8th) and upper school (9th-12th) is comprised of standards, benchmarks, scope and sequence, as well as suggested learning objectives and activities. The content standards of the curriculum describe the knowledge and skills every student should know and be able to do in the core academic areas. The benchmarks are a clear, specific description of knowledge or skill that students should acquire by a particular point in their schooling. The scope and sequence of the curriculum gives the outline of the key content and skills to be learned in the core subject areas of English Language Arts, History/Geography, Math and Science at each grade level. Concepts and skills are presented by subject area and content strand.

Religion: Religious education at Pinecrest Academy begins with an understanding and attempt to develop an appreciation for the Catholic Faith. All students take Religion classes every day for all years in attendance at Pinecrest.

Mathematics: Mathematics is applied to real-world settings and problems are solved through the integrated study of number systems, geometry, algebra, data analysis, probability and statistics. The foundation is made using the Saxon method, and culminates with a variety of Advanced Placement offerings for our High School students.

Language Arts: From Pre-k -12th grade the focus is on the essential skills of listening, speaking, reading and writing. Every year, grades 5-8 participate in the local Oratorical Contest. Also, grades 4-8 participate in the Scripps National Spelling Bee. In the High School students have the opportunity to hone their writing skills in the production of a school newspaper.

Social Studies: In the lower and Middle Schools, students also study geography, humanities, and citizenship as well as economic, political, and ecological connections among people. In High School, students are offered courses in World History, U.S. History, European History, Economics, Psychology, Government, and a number of electives. Major area subjects range from College Preparatory through Honors up to Advanced Placement levels.

Science: The science curriculum provides students with many opportunities to construct their own knowledge of science through hands-on activities and experiments. In the middle and High School this curriculum is met through state-of-the-art science labs. Emphasis is placed on using the scientific method and on inquiry-based learning.

We recently began implementation of Project Lead the Way (PLTW) in both the Middle and High Schools. PLTW is a STEM program of high repute, which has already generated a great deal of interest and enthusiasm among our student body. It is our plan/hope to enhance the PLTW curriculum offerings in the future, based on demand and level of resources available.

Foreign Language: Pinecrest Academy is in compliance with the program's foreign language requirements. Students in Pre-K-8th grade are required to take Spanish. In 7th and 8th grades specifically, all students take Spanish 5 days/week for 45 minutes each day. Beginning in the 9th grade students have a choice of taking Spanish or Latin. Languages are offered at levels ranging from College Preparatory through Honors up to Advanced Placement.

Visual and Performing Arts: The foundation is laid in Pre-K-3 where students take music and art classes which not only develop music and art skills but help students learn to appreciate the arts as a whole. In 4th and 5th grade students can choose to take either band or music. Beginning in the Middle School, students have the choice of taking band, drama, or music. All students in the lower and Middle School take art. Each school: elementary, middle and high offers a music and art show in the fall and spring to showcase the

talents of our students. Music and Art classes in the High School are offered at levels ranging from College Preparatory through Honors up to Advanced Placement.

Physical Education (PE) and Health: Through physical education classes, students learn to assess their own physical fitness and maintain healthy levels of physical activity. Students learn new skills and improve performance while gaining the self-discipline to take part in individual and group activities. All students in Pre-K-8th participate in PE biweekly, while High School students are required to participate in one credit worth of PE and Health at some point in their High School career.

2. Reading/English:

(Elementary Schools) Reading:

The elementary school curriculum was backwards designed from a rigorous college preparatory curricular foundation established for the High School. For Pinecrest's entire history, the school has had high retention rates, resulting in many of the High School students having been at Pinecrest for their entire academic careers, with many more having arrived in the Middle School. The necessity for rigorous preparation in reading particularly for comprehension and analysis, begins in the lowest grades. Evidence of the success of the elementary program building through the Middle School up into the High School lies in the high percentage of Pinecrest highest achieving High School students, who matriculated through the lower and Middle Schools.

Elementary school students receive a strong foundation in phonics, spelling reading fluency, vocabulary, and reading comprehension. In grades 1-3 a coordinated grammar, vocabulary, and spelling program feature patterns, sight words, and daily instruction in phonics. Teachers utilize leveled readers to challenge and support students. Grades four and five incorporate additional vocabulary and grammar, including diagramming sentences. Elementary teachers complete yearly reading inventories and track progress of each student. Also in the elementary school, instructional methods include whole group instruction, small fluid groups and individual assistance. Teachers integrate vocabulary, phonics, phonemic awareness, oral discussion and written responses to expand comprehension skills. Students read materials such as leveled readers, trade books, non-fiction and poetry. Students at all levels are required to read independently outside the classroom. Students prepare regular oral and written book reports and other creative projects.

In the elementary school the Writer's Workshop writing method is used to teach writing. This program is enhanced by using the Excellence in Writing model which incorporates concurrent development of both structure and style. This model is used in the Middle School as well. Teachers use a systematic yearly progression of detailed outlining and note taking, lengthier drafting of complex sentence constructions, and increasing use of stylistic devices, as well as regular writing conferences.

Student novels provide the foundation for the Middle School program and cover the study of plot, conflict, climax, characterization, setting, resolution and theme. Each unit includes research, writing, college preparatory vocabulary study, grammar study, poetry, and public speaking. Students are also encouraged to read on their own every day.

(Secondary Schools) English

In the High School, students are offered courses in both English and composition. Courses are offered at levels ranging from College Preparatory through Honors up to Advanced Placement. The English courses introduce students to a broad range of literary texts from various geographical areas, historical time periods, and cultural standpoints. They examine how literature expresses, reflects, and shapes human experience, as well as helps to structure meaning in a given culture. The methods used to interpret the literature are class discussion, writing assignments, and traditional lectures. Students learn to participate meaningfully in academic and cultural debates through discussion as well as through formal and informal writings. Special emphasis is placed on the research paper and public speaking. Grammar and mechanics are taught at the appropriate grade level and reinforced in all courses at all levels throughout the High School program. A structured vocabulary program is part of these courses. A creative writing course is also offered which allows students to write and revise creative pieces using a variety of genres (non-fiction, fiction, poetry,

drama).The focus is upon the creative process and may include lectures and readings off campus with the purpose of allowing students to compile the school's highly successful literary magazine.

The English program is rooted in a curricular foundation designed to develop and foster critical thinking and analytic skill development. In the past five years, a recognition of the need for higher order thinking skills required for college and beyond have been emphasized throughout the middle and High School curriculum at Pinecrest. The results speak for themselves, as evidenced by the gap in SAT writing scores between Pinecrest Academy and both the state and national averages. This gap of nearly 100 points represents the largest gap of the three areas of the SAT for Pinecrest. (National Average Critical Reading 496; Pinecrest Average Critical Reading 591; National Average Mathematics 514; Pinecrest Average Mathematics 593; National Average Writing 488; Pinecrest Average Writing 591.

3. Mathematics:

The Pinecrest Academy math program supports our mission of developing leaders by emphasizing problem-solving skills.Beginning at the preschool level and continuing through High School, students are challenged to use a variety of strategies to estimate and find answers to a broad range of types of mathematical problems.Students are encouraged to explain and prove their solutions.

At the Pre-kindergarten level, students are introduced to number concepts, patterns, and geometry.In kindergarten and the early primary grades, the focus is on place value, data representation measurement and geometry, and computation practice.Lower School students in grades 3-5 continue to expand on the foundations of math learned in previous grades.Flucency in computation is emphasized as a means to solving more complex problems.Multiplication and division, fractions proportions, and understanding of basic algebraic concepts comprise the major content areas for third through fifth graders.Students in grades 6-8 learn to solve problems using algebra and geometry.In the High School, courses such as algebra, geometry, statistics and calculus are offered.Throughout all grade levels, critical thinking, logical reasoning, real world connections and uses of problem-solving skills are stressed.

Lower and Middle School teachers use enrichment activities for children who master the daily lessons.Technology is utilized to develop individual problem-solving abilities through learning games as well as interactive group activities using the smart board. Also, in the lower and Middle Schools, the math curriculum utilizes the Saxon series. The Saxon Math curriculum utilizes an incremental structure which distributes content throughout the year (spiral). Pinecrest has found that Saxon's integrated and connected approach provides deep, long-term mastery of the content and skills necessary for building a solid foundation in preparation for the higher levels of math many of our students aspire to reach, including the A.P. calculus and statistics courses and beyond.

The teachers employ a wide variety of strategies to assist students in becoming competent and proficient at mathematics.Leveled computation practice enables students to progress at their own pace.Frequent assessments allow teachers to determine understanding of math concepts and provide remediation as necessary.In the elementary school the online program IXL is used for remediation and enrichment.Smaller class sizes allow teachers to provide one-on-one assistance as necessary.All math teachers throughout the school offer tutoring sessions as needed to aid struggling math students.

4. Additional Curriculum Area:

The performing arts, frequently one of the first areas cut by schools in an economic downturn, represent a gold mine of opportunity for all students. A recent study of workforce readiness found that employers increasingly require and value applied skills such as problem solving, collaboration and creativity. More specifically, business leaders from major corporations such as Xerox and Googlehave articulated their belief that music aids students in skills needed in the workplace including flexibility, effective communication, creativity and innovation. Research has repeatedly and conclusively demonstrated that students from both low and high socioeconomic backgrounds who come from strong arts backgrounds disproportionately find themselves in professional majors in college such as accounting, education, and nursing.Additionally,

compared to their non-musical peers, students from musical backgrounds disproportionately aspired to professional careers such as management, sales, and teaching.

In order to supplement and enrich preparation of our students for roles as future leaders in those aforementioned competitive professions, Pinecrest founded a school-wide band program in the 2009-2010 academic year. The program has quickly engaged many students (180 out of 600 students in grades 4-12) with incredible results. In 2011, Pinecrest's band was a Gold Award Winner, receiving "first in class" recognition at the New York Heritage Festival. The following year, the band was invited to play in the National Band and Orchestral Festival at Carnegie Hall.

Another area of curricular focus at Pinecrest has been the visual arts. In lock step alignment with Pinecrest Academy's Catholic mission, Pinecrest students were two of five winners for the 2013 Global Bioethics Student Art Competition. Their work was exhibited at the Third International Bioethics, Multiculturalism and Religion Workshop and Conference, December 3rd-5th in Hong Kong. This fall Dr. Alberto Garcia, Director of the UNESCO (United Nations Education, Science, and Cultural Organization) Chair in Bioethics and Human Rights appointed a Pinecrest Academy High School art teacher to be the Chair for the 2015 Global Bioethics Art Competition. In this and many other ways, the visual arts program at Pinecrest has provided students with an opportunity to express their voice relating to local, national, and global issues, by tapping into their creative gifts.

5. Instructional Methods:

Pinecrest Academy utilizes a variety of strategies to meet the diverse academic needs of our students. We strive to address the learning styles, abilities and interests of each child. Teachers use differentiated instruction techniques such as tiered assignments to build scaffolding from what each student knows about a skill or concept to the next level of mastery. While all students in a class may be working on the same skill, individuals will be working at different levels of complexity, using different modalities to reflect multiple intelligences. Authentic assessment is utilized to measure student success, including oral presentations, individualized projects, models, demonstrations, or musical performances. Team teaching is employed in the Lower and Middle School to better meet individual needs as in the classrooms where teachers break the class into small groups for instruction in math, reading and language arts.

Pinecrest's instructional delivery philosophy draws heavily on Howard Gardner's multiple intelligences theory. Pinecrest's academic results support Gardner's assertion that individuals are able to excel in different areas, depending on their set of particular strengths or "intelligences". In the High School regular, honors and A.P. classes are offered to students to meet their various ability levels. Technology is used in all subjects to enhance learning and provide student interaction. Smart boards and laptop computers as well as Chrome books are used to allow instruction and practice in PowerPoint, Excel, and word-processing. Students in the E.S.L. program use laptops to practice English using the Rosetta Stone program. Alternative assignments, differentiated instruction, alternative assessments, creative projects incorporating art, music, and technology, are all visible on a daily basis at Pinecrest. Students are able to find success in different areas of "intelligence" which Pinecrest has found correlates strongly to academic motivation and success.

Students are encouraged to supplement and apply their learning by participating in an array of extracurricular clubs. Student clubs are a vital part of the student life at Pinecrest Academy. They offer an opportunity for like-minded individuals to connect and collaborate outside the classroom. Each club experience is designed to foster character building, time management skills, leadership development, and the understanding of the importance of community service. They also serve as a place where students can fully immerse themselves in common interests while simultaneously providing a venue to explore new things.

6. Professional Development:

Ongoing professional development enhances the quality of instruction provided at Pinecrest Academy with programs designed to improve teacher and administrator expertise within their educational fields. An additional benefit is the integration of the faculty and staff with the mission and goals of the school. The school allots twelve days a year to professional development, five scheduled for pre-planning, four during

the school year and 3 for post-planning. Additionally, weekly faculty meetings are scheduled throughout the year. A concerted effort is made to establish consistent cross-curricular planning.

Personalized attention is a cornerstone of the academic program. In order to provide this level of attention it is necessary to understand student motivation. By identifying and leveraging each student's unique combination of passion, interest and aptitude, students can become inspired to learn. Hence, the overall professional development plan is orchestrated each year with a consistent theme aimed at achieving student success through personalized attention to students.

Over the last 5 years various themes have been instrumental in assisting the professional growth of the faculty. These themes include 1) understanding gender differences in learning 2) employing technology across the curriculum 3) teaching reading comprehension 4) understanding students with learning differences 5) teaching the writing process. A variety of speakers and instructors have been involved in delivering professional development for faculty in recent years. Some of these include Dr. Thomas Lickona, renowned author, educator and authority on virtue development and instruction. Dr. Pat Fagan presented to faculty relating to awareness of the potential for abuse and misuse of technology. Curriculum expert Brenda Fitzgerald frequently provides workshops for the entire faculty, or sub-groups as appropriate, relating to literacy, curriculum development, instructional methodology, and other pertinent topics. Pinecrest Academy opens their professional development opportunities to others in the Cumming area. We also encourage faculty and staff to attend local workshops as well as national conferences.

7. School Leadership

Pinecrest is a private, independent, Catholic Pre-k-12 school operated by the Legionaries of Christ (a religious order). Pinecrest follows the Magisterium of the Catholic Church. The school benefits from resources such as a standards-based curriculum, school handbooks, and policies and procedures that have been developed by the local board as well as a national school office. Pinecrest operates under the direction of the local Board of Directors, with the Head of School reporting directly to the Board. The Head of School is charged with continually reviewing and improving policy and overall functioning of the school.

The administration includes a senior management team and an academic team. The senior management team is made up of the Head of School, Lower School Principal, Upper School Principal, Campus Ministry Director, Business Manager, and Chief Advancement Officer. It's primary role is to oversee the day-to-day operations of the school. The academic team includes: Lower School Principal, Dean of Academics for PreK and K, Dean of Academics for Grades 1-5, Upper School Principal, Asst. Principal for the High School, Asst. Principal for the Middle School, Director of Student Life for the High School, Director of Student Life for the Middle School. The academic team's role is to guide the students' integral formation and to work together to develop curricular goals for the whole school.

The leadership team's primary tool for ensuring that policies, programs, relationships, and resources focus on student achievement is communication. In the school environment focusing on individual attention, there is frequent engagement between the school and parents on behalf of the students. Whether phone, email, text, Gradebook, or other, Pinecrest Administration is proactive in addressing issues as they arise – academic, social, behavioral or other. Over the years, the school has seen that this type of parental engagement with administration (as well as with faculty) leads to development of healthy, balanced students. When identified, problems or issues of concern are not allowed to “fester” and mature into situations of crisis. The students at the school are the true beneficiaries, and we attribute much of the school's success to this personal attention in partnership with parents.

The Archdiocese of Atlanta is a strong, established, reputable, and respected organization including a large contingency of Catholic Schools. The principals participate in the regional principal meetings and professional development opportunities offered by the diocese. These professional development opportunities facilitate a collegial sharing of best practices.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$11950
1	\$11950
2	\$11950
3	\$11950
4	\$11950
5	\$11950
6	\$13420
7	\$13420
8	\$13420
9	\$14900
10	\$14900
11	\$14900
12	\$14900

4. What is the educational cost per student? \$12615
(School budget divided by enrollment)
5. What is the average financial aid per student? \$6895
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 19%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	591	591	575	558	604
Number of students tested	47	49	40	50	28
Percent of total students tested	92	91	93	94	85
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT-10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	88	83	82	87	86
Number of students tested	48	56	74	64	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT-10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	89	83	85	81	89
Number of students tested	64	59	77	73	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT-10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	88	89	85	90	84
Number of students tested	73	67	76	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	590	591	557	566	576
Number of students tested	47	49	40	50	28
Percent of total students tested	92	91	93	94	85
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT-10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	87	85	83	83	86
Number of students tested	48	56	74	64	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT-10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	85	72	83	80	85
Number of students tested	64	59	77	73	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT-10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	82	80	83	83	79
Number of students tested	73	67	76	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: